



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10730 W.Campbell, Phoenix, AZ 85037

Pendergast Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 Performing  
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Jane Byrne  
Schedule : 07:00 AM to 05:00 PM  
Grades : K-8  
2005 Enrollment : 905  
Web Address : [www.pendergast.k12.az.us/schools/cking/Main/CKMain.htm](http://www.pendergast.k12.az.us/schools/cking/Main/CKMain.htm)  
Phone Number : (623) 772-2580  
Fax Number : (623) 872-7769  
E-mail : JByrne@pendergast.k12.az.us

### Mission

Copper King believes in a positive learning community where teachers, students, and parents are all capable of learning, growing, and achieving success with a strong sense of:  
P urpose  
R espect  
I ndividuality  
D iversity  
E xcellence  
Together, with compassion and caring for self, others, and community, we make great things happen!

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To improve student achievement in reading, writing and mathematics. We have a direct instructional focus on the 6 Traits of Writing. We are a balanced Literacy School.
- ü To enhance parent/community relations through effective communication.

### Enrollment

October 1, 2004 School Year Student Enrollment : 971  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 25

## Instructional Programs

- ü Gifted
- ü Special Education, Autistic, MIMR
- ü Inclusion/Resource LD
- ü Speech-Language, Inclusion
- ü Music, Band and Choir
- ü Art
- ü Physical Education

## Calendar Information

Number of Instruction Days :	188
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Copper King provides a safe school where students have the opportunity to receive a quality education in a creative, challenging and caring atmosphere. We will encourage students to become problem-solvers to meet the demands of a fast changing world.

### Parents

To be supportive partners with the school. Have students be on time. Set expectations of cooperation, responsibility and respect. Communicate with their children and assist with homework. Come to conferences, curriculum meetings, school functions.

## Transportation Policy

All students eligible for transportation have the right to safe and efficient transport. Disciplinary measures will be handled as necessary. If bus privileges are revoked, parents will be responsible for transporting student to and from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1166	79306	100	100	99	408	435	445	23	13	10	27	20	18	46	53	51	4	14	20
All Students (Prior Year)	102	1144	75509	96	100	100	495	514	521	23	15	13	31	26	23	27	32	33	19	26	31
Female	43	590	38691	100	99	99	413	441	446	18	10	10	21	19	18	58	56	52	3	14	20
Male	60	575	40583	100	100	99	405	429	445	26	15	11	31	21	18	37	51	50	6	13	21
African American	12	93	4041	100	98	99	389	414	426	8	16	17	42	26	23	50	47	50	0	11	10
Hispanic	60	706	32869	100	100	99	408	427	429	26	16	15	28	24	25	43	52	51	4	8	10
Asian/Pacific Islander	--	22	1935	--	100	99	--	470	474	--	0	3	--	25	9	--	38	48	--	38	40
American Indian/Alaskan Native	NC	15	4264	NC	94	100	NC	437	419	NC	8	19	NC	31	30	NC	62	45	NC	0	6
White	28	330	36197	100	100	99	419	454	463	21	6	5	17	11	11	54	58	53	8	24	31
Students with Disabilities	13	140	10321	93	100	100	259	363	389	55	37	30	27	24	27	9	33	34	9	6	9
Students without Disabilities	90	1026	69060	100	99	98	429	445	454	19	9	7	27	20	17	51	56	54	4	15	22
Limited English Proficient Students	20	271	15509	100	100	100	313	401	406	39	18	20	44	33	30	17	45	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	42	605	39415	88	93	96	422	428	431	31	17	15	19	23	25	45	52	50	5	8	10
Non-Economically Disadvantaged	61	561	39966	100	100	100	396	444	459	16	8	6	34	17	12	46	55	52	4	20	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1167	79395	100	0	99	413	437	446	14	10	9	33	29	25	50	53	55	3	8	11
All Students (Prior Year)	102	1143	75492	96	100	100	492	514	519	33	14	12	22	18	16	37	47	47	8	21	24
Female	43	591	38743	100	0	100	419	448	451	13	8	7	21	25	24	63	57	57	3	10	12
Male	60	575	40618	100	0	99	409	425	440	15	12	11	41	32	27	41	50	53	4	5	9
African American	12	93	4052	100	0	100	391	418	434	8	13	11	42	29	29	50	51	54	0	7	6
Hispanic	60	706	32915	100	0	99	412	428	426	15	12	15	37	35	35	44	48	47	4	5	4
Asian/Pacific Islander	--	22	1936	--	0	99	--	457	468	--	6	3	--	19	14	--	56	63	--	19	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	442	420	NC	7	15	NC	29	42	NC	57	41	NC	7	2
White	28	330	36221	100	0	99	429	457	465	13	4	4	17	18	15	67	64	63	4	14	17
Students with Disabilities	13	140	10331	93	0	100	268	363	388	18	26	25	36	34	37	36	35	34	9	5	4
Students without Disabilities	90	1027	69139	100	0	99	433	446	454	14	8	7	32	28	24	52	56	58	2	8	11
Limited English Proficient Students	20	272	15545	100	0	100	314	398	399	22	16	21	39	41	42	39	41	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	42	606	39484	88	0	96	427	427	429	19	14	14	36	34	35	43	49	47	2	4	4
Non-Economically Disadvantaged	61	561	39986	100	0	100	401	448	461	10	5	4	30	23	16	56	59	63	4	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1167	78869	98	100	99	397	428	442	12	7	6	31	26	21	52	60	63	4	7	10
All Students (Prior Year)	102	1138	75053	96	100	99	589	599	597	8	8	7	15	11	12	64	70	72	13	11	9
Female	42	594	38536	100	100	99	428	453	458	8	3	4	22	19	15	62	66	67	8	12	14
Male	58	571	40302	97	100	99	375	403	428	15	10	8	38	34	26	44	53	60	2	2	7
African American	12	94	4015	100	99	99	365	414	430	8	6	8	50	28	24	42	59	61	0	7	7
Hispanic	59	706	32606	98	100	98	397	421	426	17	9	8	30	29	27	47	57	60	6	5	5
Asian/Pacific Islander	--	22	1925	--	100	99	--	473	471	--	0	3	--	13	11	--	63	64	--	25	22
American Indian/Alaskan Native	NC	16	4245	NC	100	100	NC	446	423	NC	0	9	NC	14	26	NC	86	61	NC	0	4
White	26	329	36078	96	100	99	409	444	459	5	4	4	27	22	16	64	64	66	5	10	14
Students with Disabilities	13	141	10246	93	100	100	249	328	367	18	22	18	45	43	39	27	31	40	9	5	4
Students without Disabilities	87	1026	68697	99	99	98	418	442	454	12	5	4	29	24	18	55	64	67	4	7	11
Limited English Proficient Students	20	274	15339	100	100	100	291	391	399	33	11	11	28	34	31	39	54	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	41	607	39106	85	93	95	415	418	427	15	9	8	29	30	28	54	57	59	2	4	5
Non-Economically Disadvantaged	59	560	39837	100	100	100	382	440	457	10	5	4	33	21	14	50	64	67	6	10	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1130	78906	97	100	99	497	495	498	12	15	13	20	21	19	54	48	48	14	15	20
All Students (Prior Year)	97	1134	76019	95	99	100	504	493	499	9	15	14	41	41	39	21	14	14	29	30	33
Female	49	541	38644	100	99	99	488	495	500	14	14	12	27	23	19	52	49	49	7	14	19
Male	60	589	40236	95	100	99	506	495	497	10	17	15	14	19	19	56	48	46	20	17	20
African American	18	118	4087	78	97	99	488	478	481	14	27	20	29	26	24	57	37	45	0	10	11
Hispanic	57	636	31938	100	100	99	485	489	481	16	15	19	20	24	25	56	49	46	8	12	10
Asian/Pacific Islander	--	15	1805	--	83	98	--	512	536	--	8	5	--	15	8	--	62	45	--	15	42
American Indian/Alaskan Native	NC	12	4593	NC	92	100	NC	491	467	NC	40	26	NC	0	29	NC	40	39	NC	20	6
White	32	349	36483	100	99	99	521	510	517	3	11	7	17	15	13	52	51	51	28	23	30
Students with Disabilities	11	131	10664	85	100	100	447	439	430	56	56	42	33	22	27	11	22	26	0	0	5
Students without Disabilities	98	999	68310	99	99	98	503	502	509	7	10	9	19	21	18	59	52	51	15	17	22
Limited English Proficient Students	22	210	12573	100	100	100	478	476	454	14	21	27	19	30	30	62	42	38	5	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	49	570	38679	88	93	96	482	484	483	17	18	20	26	25	25	48	44	45	9	12	10
Non-Economically Disadvantaged	60	560	40295	100	100	100	512	507	513	6	12	7	15	16	13	60	53	50	19	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1127	78908	98	0	99	482	479	484	4	12	10	30	26	23	62	57	58	4	5	9
All Students (Prior Year)	97	1135	76020	95	99	100	496	498	503	31	30	25	26	24	23	36	39	40	8	7	12
Female	49	540	38648	100	0	99	479	483	489	2	10	8	32	25	22	61	58	61	5	7	10
Male	61	587	40233	97	0	99	485	477	479	6	13	12	28	27	25	62	56	55	4	4	8
African American	19	118	4092	83	0	99	482	469	473	7	19	12	21	29	28	71	48	54	0	4	5
Hispanic	57	633	31940	100	0	99	471	472	465	6	13	16	42	30	32	50	54	49	2	3	3
Asian/Pacific Islander	--	15	1805	--	0	98	--	484	507	--	8	4	--	23	13	--	62	65	--	8	18
American Indian/Alaskan Native	NC	12	4569	NC	0	100	NC	475	457	NC	10	18	NC	30	39	NC	50	41	NC	10	2
White	32	349	36502	100	0	99	501	496	502	0	8	4	14	18	14	76	65	67	10	9	15
Students with Disabilities	11	130	10665	85	0	100	442	434	423	22	44	30	56	32	36	22	23	31	0	1	2
Students without Disabilities	99	997	68312	100	0	98	486	485	493	2	7	7	27	25	21	66	62	62	5	6	10
Limited English Proficient Students	22	210	12556	100	0	100	465	456	436	5	19	24	48	40	40	48	40	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	49	569	38662	88	0	96	468	468	468	9	15	16	33	31	32	59	51	49	0	3	3
Non-Economically Disadvantaged	61	558	40315	100	0	100	496	493	498	0	7	5	27	20	15	65	65	66	8	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1131	78750	98	100	99	494	493	500	3	5	6	33	36	29	63	58	63	1	1	2
All Students (Prior Year)	97	1132	75673	95	99	100	526	525	530	5	11	12	37	28	25	56	58	58	1	3	4
Female	49	540	38586	100	99	99	506	509	515	2	3	4	25	29	22	70	67	71	2	1	3
Male	61	591	40135	97	100	99	484	478	486	4	7	8	40	42	35	56	50	56	0	1	1
African American	19	119	4081	83	98	99	484	487	488	14	10	8	14	33	32	71	56	59	0	1	2
Hispanic	57	637	31841	100	100	99	492	489	483	2	5	8	38	39	36	58	55	55	2	1	1
Asian/Pacific Islander	--	15	1802	--	83	98	--	505	533	--	0	2	--	38	16	--	54	75	--	8	7
American Indian/Alaskan Native	NC	12	4586	NC	92	100	NC	446	481	NC	30	8	NC	20	37	NC	50	54	NC	0	1
White	32	348	36440	100	99	99	502	502	516	0	4	3	34	31	22	66	64	71	0	1	4
Students with Disabilities	11	131	10622	85	100	100	388	402	415	33	32	21	56	54	50	11	14	28	0	0	1
Students without Disabilities	99	1000	68196	100	100	98	506	505	513	0	2	3	31	33	25	68	64	69	1	1	3
Limited English Proficient Students	22	209	12504	100	100	100	482	472	451	0	7	12	52	48	44	48	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	49	569	38558	88	93	96	486	485	485	4	6	8	39	40	37	57	53	54	0	0	1
Non-Economically Disadvantaged	61	562	40260	100	100	100	502	503	514	2	4	3	27	30	21	69	63	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	1175	78250	98	99	99	520	545	548	23	20	21	32	21	18	42	49	48	3	10	13
All Students (Prior Year)	110	1123	75001	96	99	99	460	462	468	45	39	37	37	39	36	12	15	16	6	7	10
Female	49	555	38071	98	99	99	524	549	549	13	17	20	36	23	19	49	50	49	3	10	12
Male	71	619	40126	97	99	99	517	541	547	31	22	23	29	20	17	37	48	46	4	10	14
African American	12	131	4058	100	97	99	530	524	523	13	22	32	25	25	22	63	48	41	0	5	5
Hispanic	71	641	29129	99	100	99	508	535	527	29	23	32	37	25	23	31	46	40	4	5	6
Asian/Pacific Islander	--	26	1747	--	100	100	--	598	589	--	14	9	--	5	9	--	50	50	--	32	32
American Indian/Alaskan Native	NC	19	4996	NC	95	100	NC	544	518	NC	29	36	NC	18	25	NC	41	36	NC	12	4
White	35	358	38320	92	98	99	539	565	568	15	12	12	26	15	14	56	54	55	4	20	19
Students with Disabilities	15	104	9329	100	100	100	362	424	454	75	68	64	25	18	18	0	14	16	0	1	2
Students without Disabilities	105	1071	68996	95	98	99	536	555	561	18	15	16	33	22	18	46	52	52	4	11	14
Limited English Proficient Students	23	167	10133	100	100	100	449	497	488	56	37	45	33	25	25	11	35	28	0	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	39	517	33388	62	89	94	525	534	530	33	27	32	28	24	22	36	44	40	3	5	5
Non-Economically Disadvantaged	81	658	44937	100	100	100	517	554	561	15	13	13	35	19	15	46	53	54	4	15	18

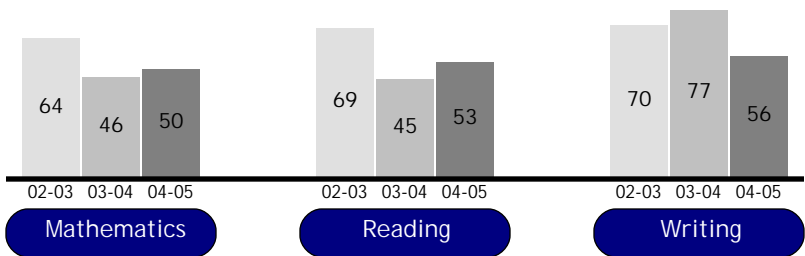
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	1180	78302	99	0	99	498	509	512	9	9	11	32	25	25	55	60	57	5	5	7
All Students (Prior Year)	110	1119	74918	96	98	99	486	493	497	38	33	32	22	22	19	35	36	35	4	10	15
Female	50	556	38082	100	0	99	499	517	518	8	6	8	23	23	24	67	65	61	3	6	7
Male	72	623	40166	99	0	99	497	502	507	10	12	14	39	28	26	45	55	54	6	5	6
African American	12	132	4064	100	0	100	498	494	498	13	11	14	25	23	29	63	64	54	0	2	3
Hispanic	73	644	29152	100	0	99	486	500	492	10	11	17	37	31	34	50	55	46	4	3	2
Asian/Pacific Islander	--	26	1746	--	0	100	--	544	542	--	5	5	--	9	13	--	68	66	--	18	16
American Indian/Alaskan Native	NC	19	4993	NC	0	100	NC	493	484	NC	24	19	NC	24	38	NC	53	42	NC	0	1
White	35	359	38347	92	0	99	518	527	531	7	6	5	26	18	17	59	66	68	7	10	10
Students with Disabilities	15	107	9353	100	0	100	343	402	429	38	39	40	38	43	38	25	16	22	0	2	1
Students without Disabilities	107	1073	69024	97	0	99	513	518	524	6	7	7	31	24	23	58	64	62	5	6	7
Limited English Proficient Students	24	168	10140	100	0	100	417	458	451	22	22	28	56	39	43	22	38	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	39	518	33398	62	0	94	498	497	495	11	13	18	39	34	35	50	51	46	0	2	2
Non-Economically Disadvantaged	83	662	44979	100	0	100	497	519	525	8	6	6	27	18	18	58	68	66	8	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	1183	78094	100	100	99	543	547	545	3	2	3	13	18	18	83	79	77	0	1	2
All Students (Prior Year)	108	1113	74503	95	98	99	503	494	491	3	6	9	27	32	32	63	56	51	7	5	8
Female	50	556	38025	100	100	99	563	560	558	0	1	2	5	12	13	95	84	82	0	2	2
Male	73	626	40013	100	100	99	527	536	534	6	2	5	20	22	23	74	75	71	0	1	1
African American	12	131	4037	100	97	99	531	535	532	13	2	4	13	18	22	75	79	73	0	1	1
Hispanic	72	644	29068	100	100	99	536	541	523	4	2	5	12	20	27	85	77	67	0	0	1
Asian/Pacific Islander	--	26	1743	--	100	100	--	562	577	--	5	2	--	9	9	--	82	82	--	5	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	540	526	NC	6	4	NC	18	25	NC	71	70	NC	6	0
White	36	362	38265	95	99	99	559	562	564	0	1	2	18	13	11	82	83	84	0	2	3
Students with Disabilities	15	108	9275	100	100	100	345	426	444	25	12	14	38	49	46	38	37	39	0	1	1
Students without Disabilities	108	1075	68892	98	98	98	563	558	559	1	1	2	11	15	14	88	83	82	0	1	2
Limited English Proficient Students	23	167	10084	100	100	100	458	491	474	11	5	10	17	35	39	72	59	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	42	522	33296	67	90	94	550	539	527	0	2	5	16	23	27	84	74	67	0	1	0
Non-Economically Disadvantaged	81	661	44871	100	100	100	538	554	559	6	2	2	12	13	12	83	84	84	0	1	3

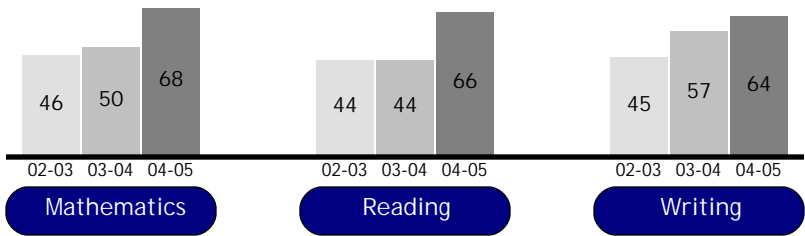
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

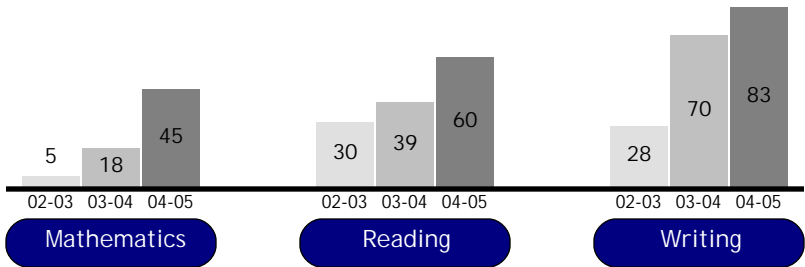
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	48	45	50	95	42	NA	58	91	41	42	47
	Language	99	40	34	43	97	28	37	50	91	39	40	47
	Mathematics	95	71	50	57	97	53	54	64	92	45	47	50
3	Reading	94	39	39	47	99	36	NA	55	97	35	41	44
	Language	99	47	49	54	99	47	58	61	97	35	42	44
	Mathematics	99	48	46	54	99	39	55	61	97	39	47	51
4	Reading	96	41	46	52	94	46	NA	56	93	46	46	48
	Language	100	44	45	48	94	46	47	52	93	46	46	49
	Mathematics	99	49	51	57	94	48	56	61	93	47	49	53
5	Reading	96	41	42	50	98	44	NA	55	98	43	45	50
	Language	99	41	41	46	98	40	44	49	98	44	47	50
	Mathematics	99	57	49	57	98	62	57	63	97	46	45	49
6	Reading	99	58	47	53	96	48	NA	56	97	53	48	51
	Language	100	53	39	45	97	44	42	48	97	46	44	47
	Mathematics	98	73	55	62	97	68	60	66	97	57	49	52
7	Reading	98	49	47	51	95	51	NA	54	95	37	47	50
	Language	98	60	55	54	95	59	53	58	95	45	50	52
	Mathematics	97	53	53	58	93	56	53	62	94	42	48	50
8	Reading	99	37	49	53	94	57	NA	55	98	43	50	51
	Language	97	29	47	49	94	56	51	52	98	41	49	50
	Mathematics	95	38	51	58	94	58	56	61	96	38	50	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 2 Teacher(s)  
 2 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

## Council Duties

Ü Improve Student Achievement  
 Ü Curriculum Development  
 Ü School Safety Issues  
 Ü Extracurricular Activities  
 Ü Student Discipline  
 Ü Parental Involvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	24.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	8	2	0	0
7 to 9 years	9	7	0	0
10 or more years	6	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

Ü Computer Lab  
 Ü Responsible Thinking Classroom  
 Ü Library

## Extracurricular Activities

Ü Art Club, Media  
 Ü Media Club  
 Ü Intramuarl sports  
 Ü Student Council  
 Ü Gen Y Program (Technology)  
 Ü Choir and Band, 5th-8th Grades

## Social Services

Ü Child Care Before and After school  
 Ü Dental Program  
 Ü Health Services  
 Ü Vision and Hearing screenings  
 Ü Counseling Services  
 Ü Sex Education grades 5-8  
 Ü Cummings Community Center

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü On Parent Satisfaction survey, Copper King received high, positive ratings which included the highly skilled and caring teachers: responsive teachers and administrators; well-kept, beautiful facilities.
- ü We are proud to have an Intel Teach to the Future trainer and 12 teachers who have completed the technology program. Currently, we have 8 teachers in training. We also are very fortunate to have an AZCOTT classroom on our campus.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	37	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Responsible Thinking Process is used to help students make good decisions & take responsibility. This is positive and dignified. Visitors sign in and wear a badge on campus. We have an anti-bully program and 'Second Step'. A DRUG-/TOBACCO-FREE SCHOOL.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Jane Byrne	(623) 772-2580
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Sally Shoffer	(623) 772-2580
School Nutrition Programs	David Carochi	(623) 772-2270
Parent Organization		
Student Health/Nurse	Ellen Reynolds	(623) 772-2580

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.